

FIG. 1

115 110 105 125

"Oral Presentation"

	Poor	Average	Good	Excellent
Organization <u>145</u>	Audience cannot <u>120</u> understand presentation because there is no sequence of information.	Audience has difficulty following presentation because students jumps around.	Student presents information in logical sequence which audience can follow. <u>140</u>	Student presents information in logical, interesting sequence which audience can follow.
Content Knowledge <u>150</u>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required) with explanations and elaboration.
Visuals <u>155</u>	Student used no visuals.	Student occasionally used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Student used visuals to reinforce screen text and presentation.
Mechanics <u>160</u>	Student's presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
Delivery <u>130</u>	Student <u>135</u> mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.

FIG. 2A

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<RUBRICS>
  <RUBRIC>
    <TITLE>Oral Presentation</TITLE>
    <ROWSNO>5</ROWSNO>
    <COLSNO>4</COLSNO>
  <RUBRIC_TABLE>
    210 — <RUBRIC_CRITERIA>
      <ROWNO>1</ROWNO> — 240
      <CRITERIA>Organization</CRITERIA> — 250
    </RUBRIC_CRITERIA>
    <RUBRIC_CRITERIA>
      <ROWNO>2</ROWNO>
      <CRITERIA>Content Knowledge</CRITERIA>
    </RUBRIC_CRITERIA>
    <RUBRIC_CRITERIA>
      <ROWNO>3</ROWNO>
      <CRITERIA>Visuals</CRITERIA>
    </RUBRIC_CRITERIA>
    <RUBRIC_CRITERIA>
      <ROWNO>4</ROWNO>
      <CRITERIA>Mechanics</CRITERIA>
    </RUBRIC_CRITERIA>
    <RUBRIC_CRITERIA>
      <ROWNO>5</ROWNO>
      <CRITERIA>Delivery</CRITERIA>
    </RUBRIC_CRITERIA>
    220 — <RUBRIC_SCORE>
      <COLNO>1</COLNO> — 270
      <SCORE>Poor</SCORE> — 260
    </RUBRIC_SCORE>
    <RUBRIC_SCORE>
      <COLNO>2</COLNO>
      <SCORE>Average</SCORE>
    </RUBRIC_SCORE>
    <RUBRIC_SCORE>
      <COLNO>3</COLNO>
      <SCORE>Good</SCORE>
    </RUBRIC_SCORE>
    <RUBRIC_SCORE>
      <COLNO>4</COLNO>
      <SCORE>Excellent</SCORE>
  </RUBRIC_TABLE>
</RUBRICS>

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FIG. 2B

230 — </RUBRIC_SCORE>
 <RUBRIC_CELL>
 <COLNO>1</COLNO>
 <ROWNO>1</ROWNO>
 280 — <BENCHMARK>Audience cannot understand
 presentation because there is no sequence of information.</BENCHMARK>
 </RUBRIC_CELL>
 <RUBRIC_CELL>
 <COLNO>1</COLNO>
 <ROWNO>2</ROWNO>
 <BENCHMARK>Student does not have grasp of
 information; student cannot answer questions about subject.</BENCHMARK>
 </RUBRIC_CELL>
 <RUBRIC_CELL>
 <COLNO>1</COLNO>
 <ROWNO>3</ROWNO>
 <BENCHMARK>Student used no
 visuals.</BENCHMARK>
 </RUBRIC_CELL>
 <RUBRIC_CELL>
 <COLNO>1</COLNO>
 <ROWNO>4</ROWNO>
 <BENCHMARK>Student's presentation had four or
 more spelling errors and/or grammatical errors.</BENCHMARK>
 </RUBRIC_CELL>
 <RUBRIC_CELL>
 <COLNO>1</COLNO>
 <ROWNO>5</ROWNO>
 <BENCHMARK>Student mumbles, incorrectly
 pronounces terms, and speaks too quietly for students in the back of class to
 hear.</BENCHMARK>
 </RUBRIC_CELL>
 <RUBRIC_CELL>
 <COLNO>2</COLNO>
 <ROWNO>1</ROWNO>
 <BENCHMARK>Audience has difficulty following
 presentation because students jumps around.</BENCHMARK>
 </RUBRIC_CELL>
 <RUBRIC_CELL>
 <COLNO>2</COLNO>
 <ROWNO>2</ROWNO>
 <BENCHMARK>Student is uncomfortable with
 information and is able to answer only rudimentary questions.</BENCHMARK>

FIG. 2C

</RUBRIC_CELL>
<RUBRIC_CELL>
 <COLNO>2</COLNO>
 <ROWNO>3</ROWNO>
 <BENCHMARK>Student occasionally used visuals
that rarely support text and presentation.</BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
 <COLNO>2</COLNO>
 <ROWNO>4</ROWNO>
 <BENCHMARK>Presentation had three
misspellings and/or grammatical errors.</BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
 <COLNO>2</COLNO>
 <ROWNO>5</ROWNO>
 <BENCHMARK>Student incorrectly pronounces
terms. Audience members have difficulty hearing presentation.</BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
 <COLNO>3</COLNO>
 <ROWNO>1</ROWNO>
 <BENCHMARK>Student presents information in
logical sequene which audience can follow.</BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
 <COLNO>3</COLNO>
 <ROWNO>2</ROWNO>
 <BENCHMARK>Student is at ease with content,
but fails to elaborate.</BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
 <COLNO>3</COLNO>
 <ROWNO>3</ROWNO>
 <BENCHMARK>Visuals related to text and
presentation.</BENCHMARK>
</RUBRIC_CELL>
<RUBRIC_CELL>
 <COLNO>3</COLNO>
 <ROWNO>4</ROWNO>
 <BENCHMARK>Presentation has no more than
two misspellings and/or grammatical errors.</BENCHMARK>
</RUBRIC_CELL>

FIG. 2D

```
<RUBRIC_CELL>
    <COLNO>3</COLNO>
    <ROWNO>5</ROWNO>
    <BENCHMARK>Student's voice is clear. Student
pronounces most words correctly.</BENCHMARK>
    </RUBRIC_CELL>
<RUBRIC_CELL>
    <COLNO>4</COLNO>
    <ROWNO>1</ROWNO>
    <BENCHMARK>Student presents information in
logical, interesting sequence which audience can follow.</BENCHMARK>
    </RUBRIC_CELL>
<RUBRIC_CELL>
    <COLNO>4</COLNO>
    <ROWNO>2</ROWNO>
    <BENCHMARK>Student demonstrates full
knowledge (more than required) with explanations and elaboration.</BENCHMARK>
    </RUBRIC_CELL>
<RUBRIC_CELL>
    <COLNO>4</COLNO>
    <ROWNO>3</ROWNO>
    <BENCHMARK>Student used visuals to reinforce
screen text and presentation</BENCHMARK>
    </RUBRIC_CELL>
<RUBRIC_CELL>
    <COLNO>4</COLNO>
    <ROWNO>4</ROWNO>
    <BENCHMARK>Presentation has no misspellings
or grammatical errors.</BENCHMARK>
    </RUBRIC_CELL>
<RUBRIC_CELL>
    <COLNO>4</COLNO>
    <ROWNO>5</ROWNO>
    <BENCHMARK>Student used a clear voice and
correct, precise pronunciation of terms.</BENCHMARK>
    </RUBRIC_CELL>
</RUBRIC_TABLE>
</RUBRIC>
</RUBRICS>
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FIG. 3

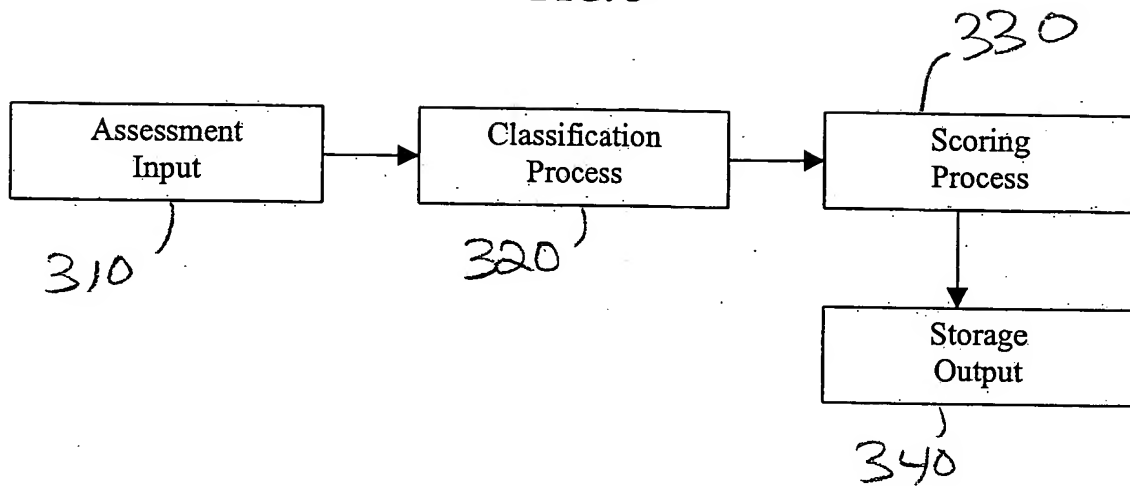


FIG. 4

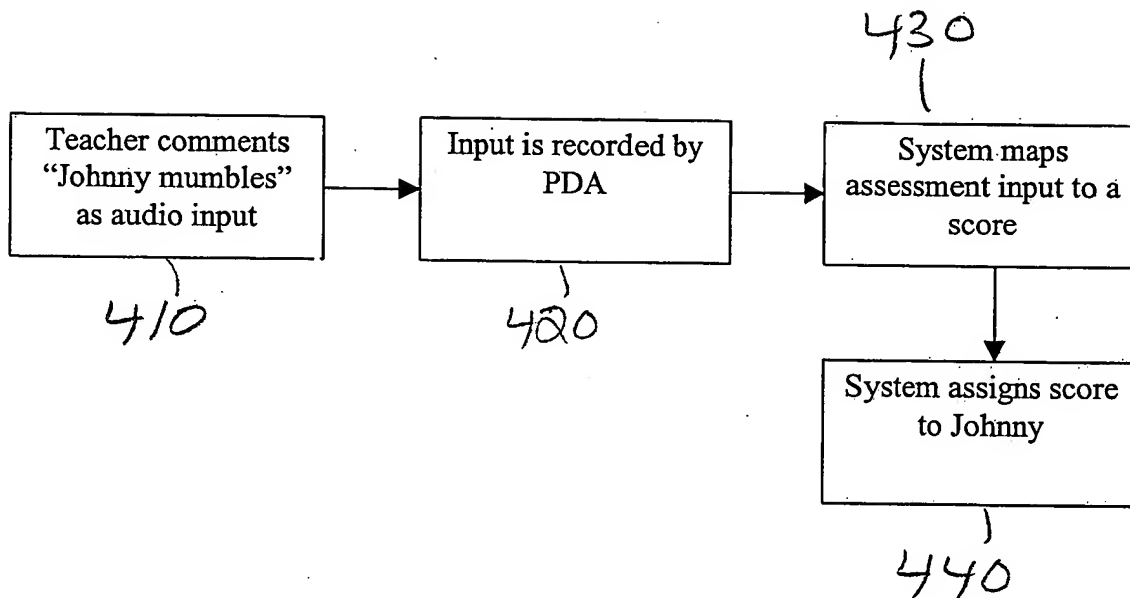


FIG. 5

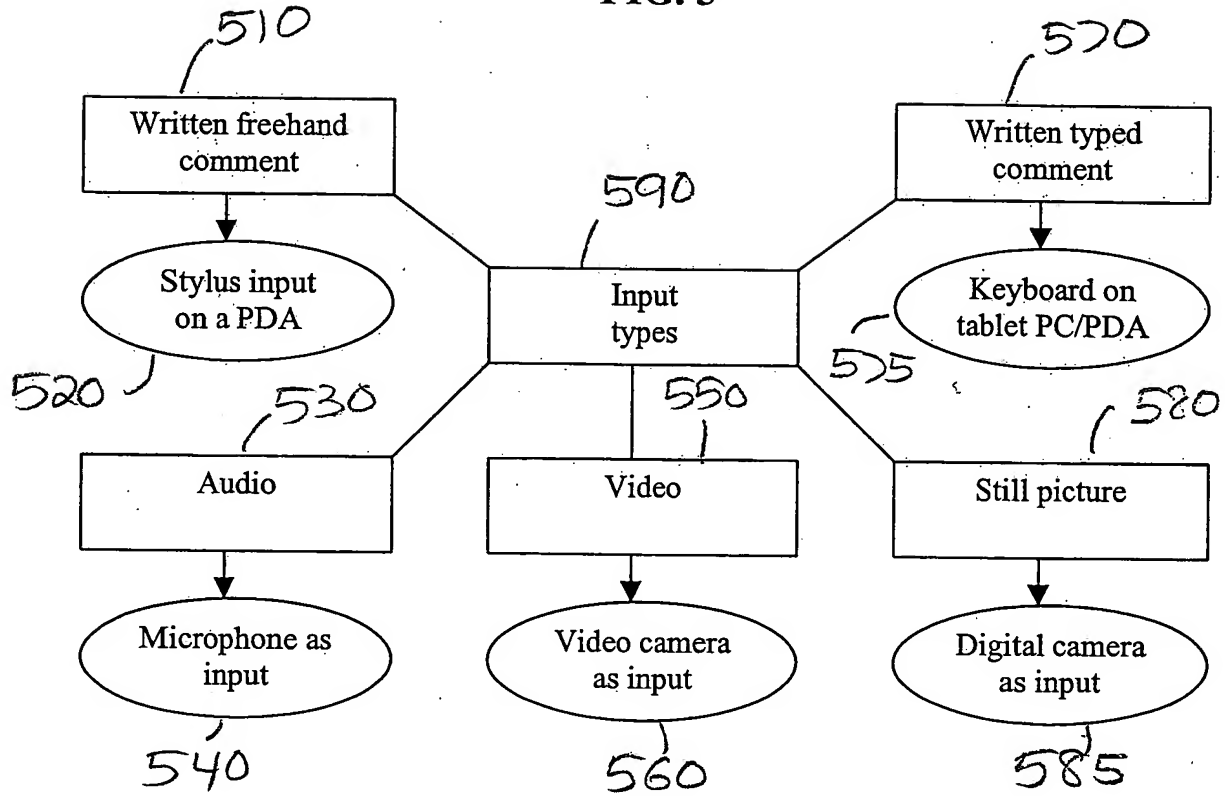


FIG. 6

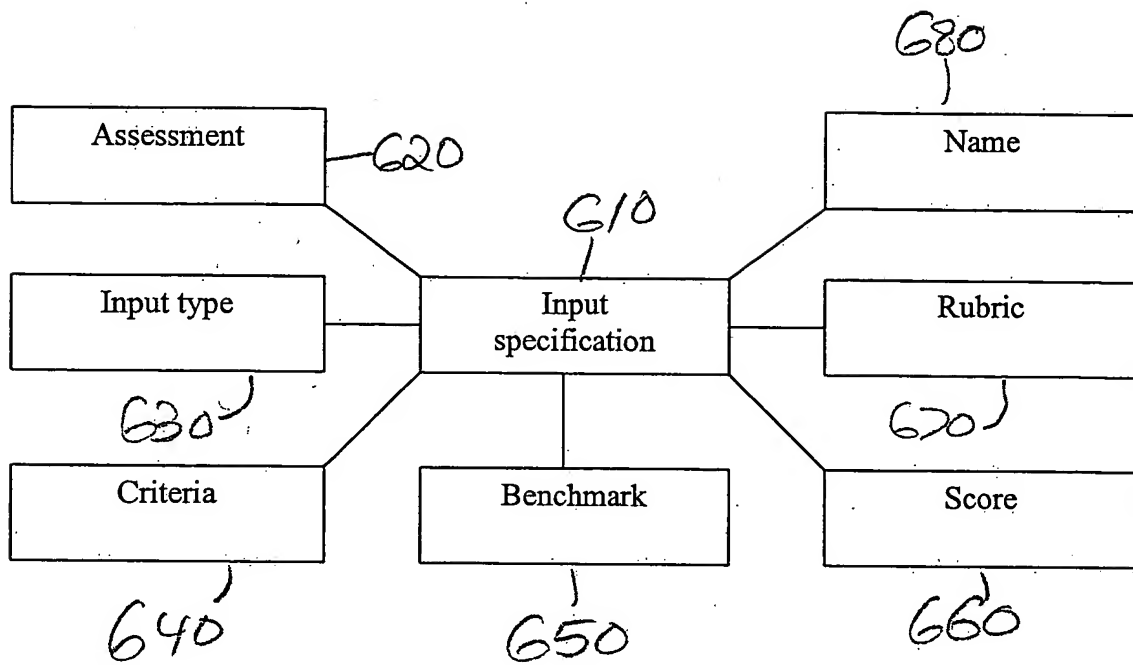


FIG. 7

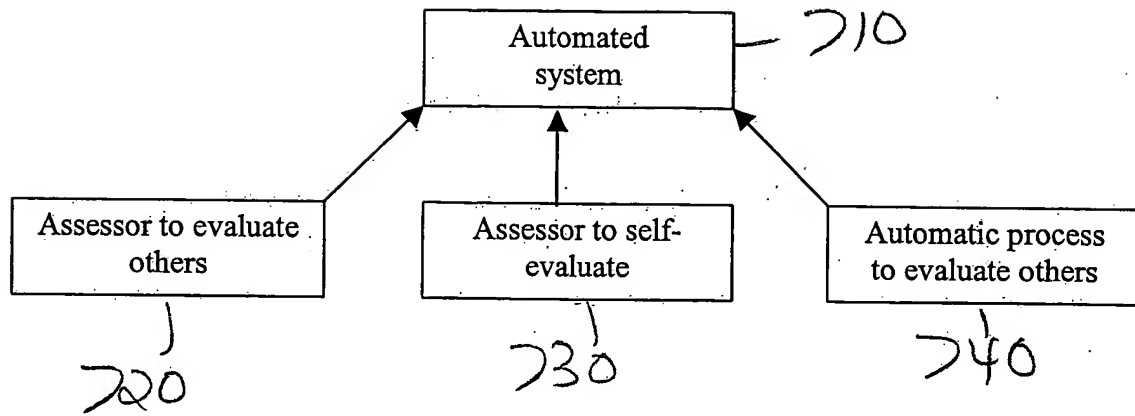


FIG. 8

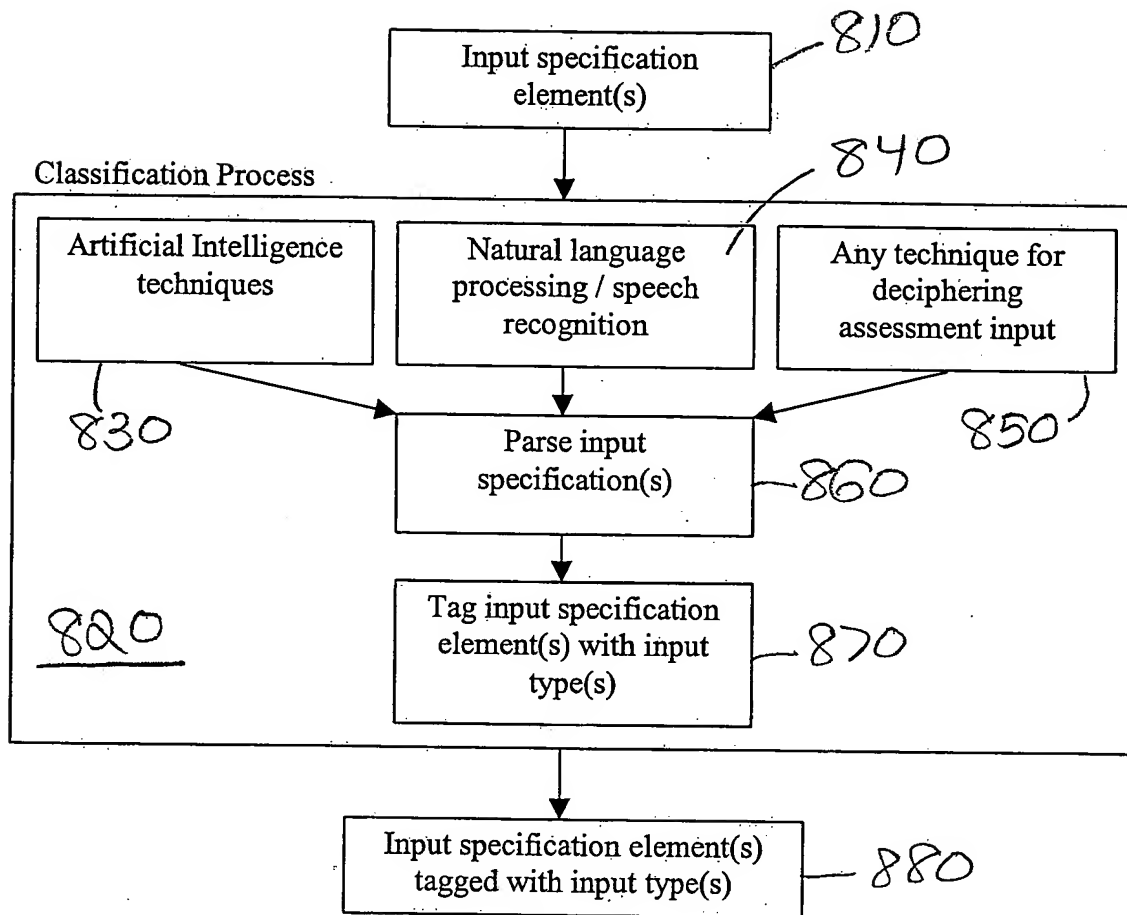


FIG. 9

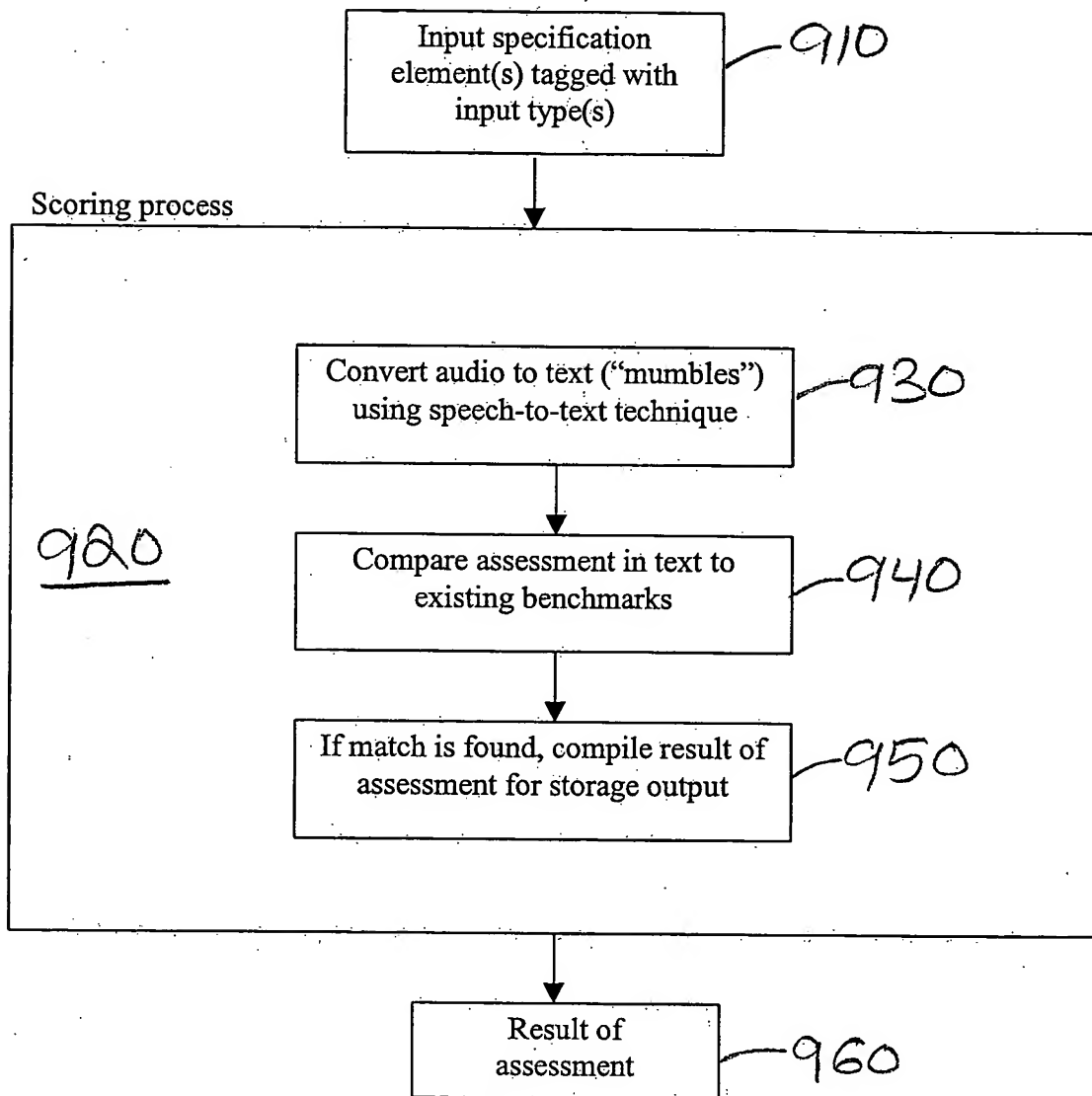


FIG. 10

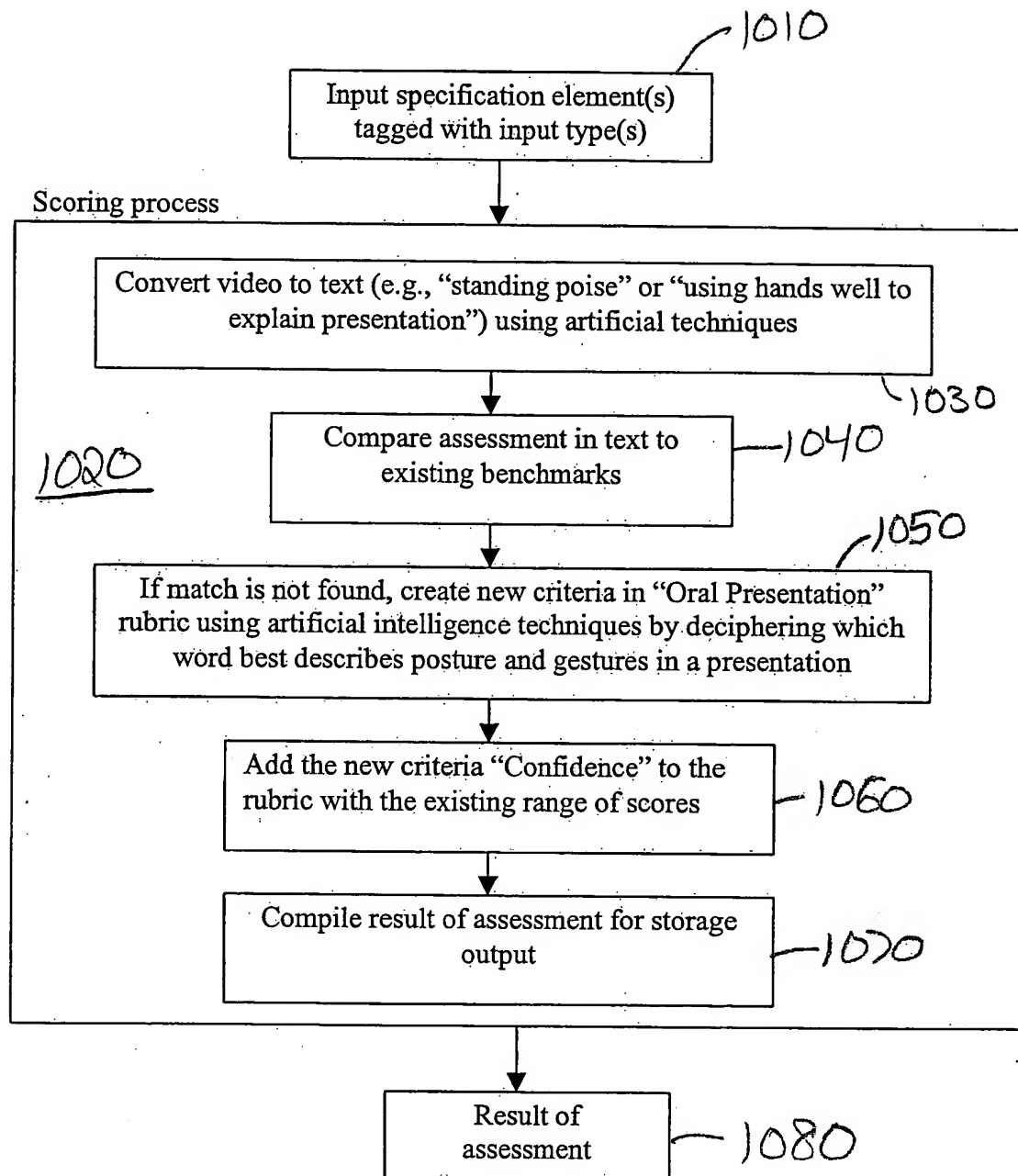


FIG. 11

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<STUDENT>
  <FIRSTNAME>Umer</FIRSTNAME> 1110
  <LASTNAME>Farooq</LASTNAME> 1115
1020 — <RUBRIC>
  <TITLE>Oral Presentation</TITLE>
1030 — <CRITERIA>
  <TEXT>Delivery</TEXT>
  <COMMENT>4</COMMENT>
1040 — <BENCHMARK> Student used a clear voice and correct, precise
pronunciation of terms.
  </BENCHMARK>
  </CRITERIA>
1050 — <CRITERIA>
  <TEXT>Visuals</TEXT>
  <COMMENT>3</COMMENT>
1060 — <BENCHMARK> Visuals related to text and presentation.
  </BENCHMARK>
  </CRITERIA>
  </RUBRIC>
</STUDENT>

```

FIG. 12

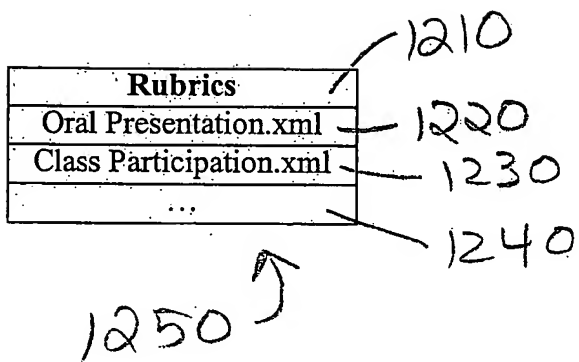


FIG. 13

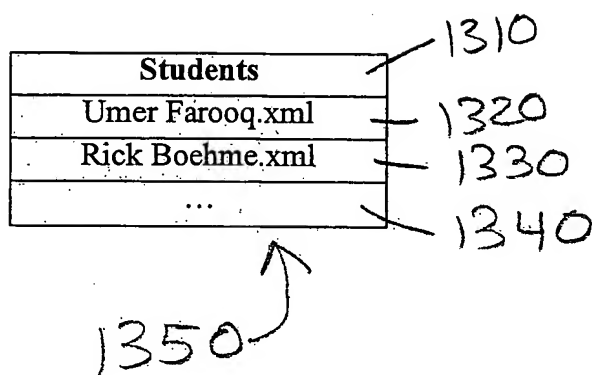


FIG. 14

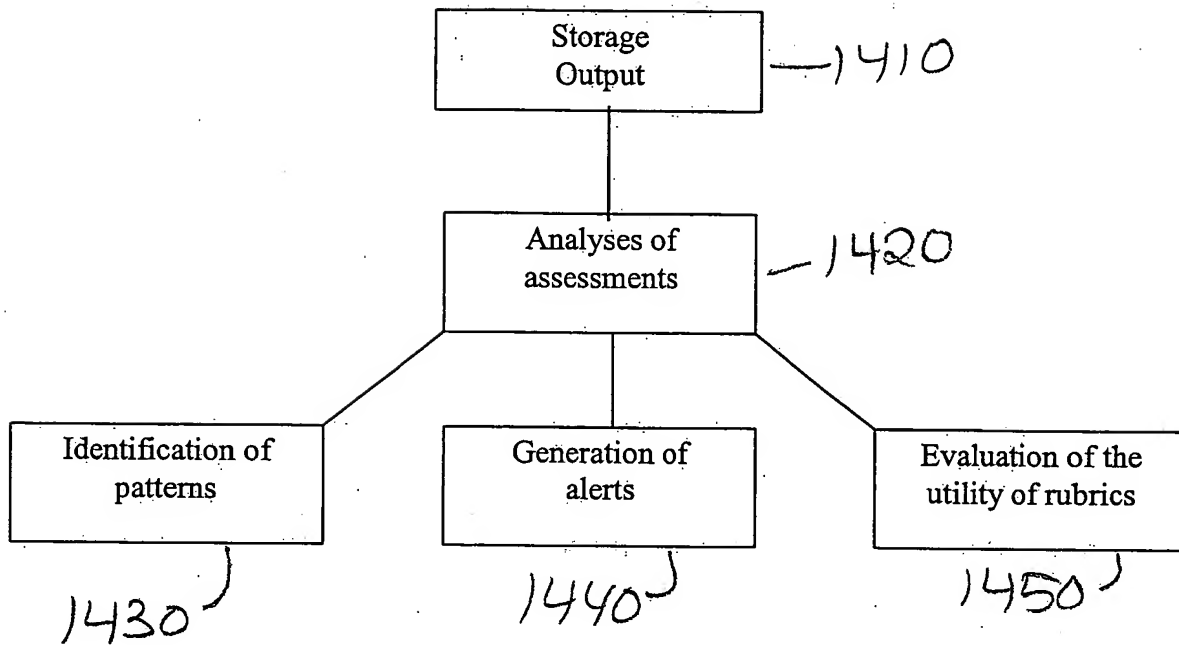


FIG. 15A

1500

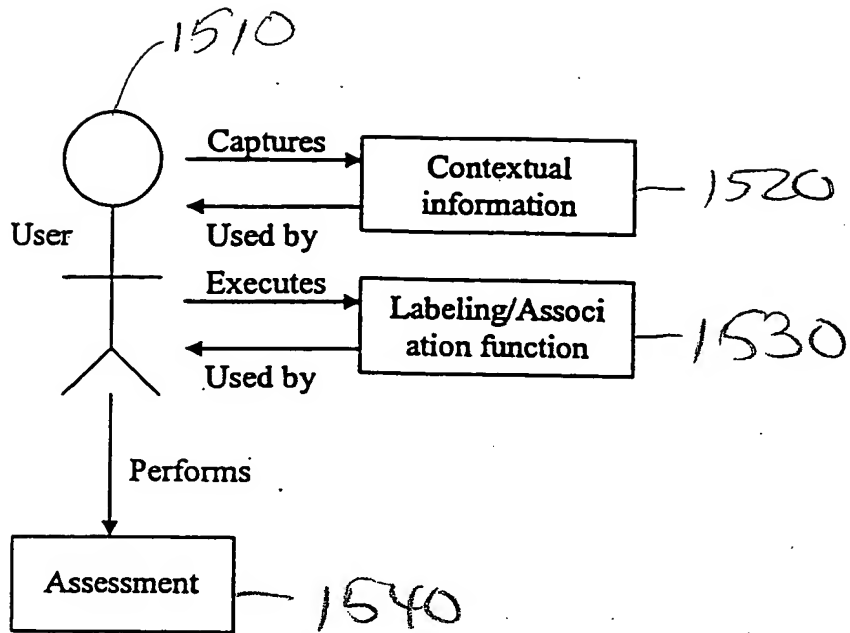


FIG. 15 B

